

**KADER PRIMARY
SCHOOL**

**CHILD PROTECTION
POLICY**

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1 Introduction

- 1.1 This policy provides guidelines on the child protection policy and should be read in conjunction with the Keeping Children Safe in Education Policy.
- 1.2 The health, safety and well-being of children are of paramount importance to all the adults who work in Kader Academy. Children have the right to protection, regardless of age, gender, transgender, race, culture or disability. They have a right to be safe in school. The staff at Kader Academy endeavour to provide an atmosphere which is warm and friendly, thus ensuring that all children feel safe, secure and valued. In fostering such an atmosphere the staff seek to support each child's individual development in being able to recognise, trust and respect him or her self and others.

2 Scope of the Policy

- 2.1 This Policy will apply to all pupils and will be implemented by all staff employed by Kader Academy.
- 2.2 The school will follow the principles and procedures laid down by the Local Safeguarding Children Board web-site.(LSCB)
- 2.3 The Principal will report to governors on the operation of this policy. The document is subject to review as required.

3 Aim of the Policy

- 3.1 It is the aim of this policy to ensure that there is a consistent approach to dealing with child protection.

4 Roles and Responsibilities

Designated Leader (DL)/ Deputy Designated Leader (DDL)

It is the role and responsibility of the D.L. & DDL to:

- 4.1 Co-ordinate action within the school in cases of suspected child abuse and to liaise with the appropriate agencies.
- 4.2 Provide a consultation point in school for other members of staff.
- 4.3 Facilitate in-service training or awareness and recognition of child abuse.
- 4.4 Co-ordinate, where appropriate, curriculum programmes in relation to child protection.
- 4.5 To establish clear procedures and lines of communication so that all school staff know how to act if they have concerns or need support regarding a particular child.
- 4.6 To organise adequate and appropriate staffing:
 - in the classroom
 - at playtime
 - at lunchtime
- 4.7 To keep present and any new staff informed about Child Protection issues and to provide access to outside agencies when required
- 4.8 To provide resources and materials for Child Protection e.g.:
 - Road Safety information
 - Circle time resources
- 4.9 To arrange regular meetings to discuss 'at risk' children involving former, present and future teachers plus teaching assistants.
- 4.10 To ensure school records plus personal details and health questionnaires are kept up-to-date and passed on at the end of the year.
- 4.11 To ensure that the location of confidential files, the school's Child Protection Policy and the school's copy of the Local Authority Child Protection procedures are known by all staff.
- 4.12 To receive appropriate training carried out every two years.

The Staff

It is the role and responsibility of the staff to:

- 4.13 Encourage all children towards a positive self-image.
- 4.14 Provide opportunities that enable children to take and make decisions for themselves

- 4.15 Help children understand that they are an important part of the school community and that within the school there are adults who they can approach for help and that they will be listened to.
- 4.16 Help children to develop an awareness of the sources of danger and the strategies for avoidance and problem solving.
- 4.17 Create a school/classroom atmosphere where children feel secure, are listened to and valued.
- 4.18 Provide a variety of opportunities for class and group discussions of thoughts and feelings.
- 4.19 Read and act upon the advice in Keeping Children Safe in Education July 2016 document

Designated governor roles and responsibilities

- 4.20 Meet with the designated leader/deputy designated leader for child protection about the procedures in school.
- 4.21 Undertake the appropriate training on child protection and understand the different types of child abuse.
- 4.24 Be familiar with all current guidelines on child protection and safer recruitment
- 4.23 Ensure that accurate records are being kept by the school.
- 4.24 Ensure that all staff and governors know what to do if they suspect a child is being abused. .
- 4.25 The Child Protection/ Safeguarding Governor should understand that they will not be given details of individual cases.

5 WHAT IS ABUSE?

NEGLECT

- 5.1 The persistence or severe neglect of a child, or the failure to protect a child from exposure to any kind of danger, including cold and starvation, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development including non-organic failure to thrive.

PHYSICAL INJURY

- 5.2 Actual or likely physical injury to a child, or a failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and Munchausen's Syndrome by Proxy (- fabricated illness created by another e.g. mother).

SEXUAL ABUSE

- 5.3 Actual or likely sexual exploitation of a child. The child may be dependent and / or developmentally immature.

EMOTIONAL ABUSE

- 5.3 Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill - treatment. This category applies where it is the main or sole form of abuse.

SYMPTOMS OF ABUSE

- 5.4 These can be detected in school and may include: -
- Unexplained bruising or marks
 - Changes in behaviour such as excessive clinging or withdrawal
 - Reverting to immature patterns - such as thumb sucking
 - Lack of trust in familiar adults or running away
 - Onset of wetting or soiling
 - Inappropriate sexual knowledge, vocabulary, touching, or sexual play with dolls and toys
 - Onset of behaviour problems or unhappiness
 - Complaints of genital pain.
- 5.5 If a child shows one or a number of these signs, register your concerns (see Procedures Section)

ALLEGED OR SUSPECTED ABUSE

- 5.6 When indications of abuse come to the attention of staff, it is important that clarification of what the child is saying or how an injury may have occurred is sought.
- 5.7 A child who alleges that abuse has taken place must be listened to. The child must not be questioned in detail because this could be construed as interrogation. Instead, use open ended questions such as “Oh dear, how did that happen?” However after listening to a child, it would be helpful to record any information which may prove useful later. This information could include answers to the following: -
- Who did what?
 - To whom?
 - In what situation?
 - Where did it happen?
 - When did it happen?
 - Who was there?
 - Is there any visible evidence?
 - Has an explanation been given?
- 5.8 Be honest about your responsibility and explain what your course of action will be. Reassure the child that they were right to confide in you, that you are pleased to have been told, and that steps will be taken to protect him or her. It is important to tell the child that other people may be involved. It is also important not to make promises that will not be kept. Inform the Designated Leader/Deputy Designated Leader who will then gather any further information required prior to referral to Children, Families and Learning (CFL).
- 5.9 **Allegations against the Principal, teachers and professional carers**
- In the event of an allegation about the behaviour of a member of staff in school, the school will contact the Local Area Designated Officer (LADO)/at the safeguarding unit of the Local Authority and follow Local Authority procedures.
- In the allegation is about the Principal the chair of governors should contact the LADO.

6 PROCEDURE

6.1 Action to be taken in school on suspicion or discovery of abuse.(with reference to paragraphs 5.6-5.8)

- Listen to the child rather than directly question him/her
- Never stop a child who is freely, recalling significant events.
- At the earliest, appropriate opportunity make a note of the discussion, taking care to record the timing, setting and person present, as well as what was said.
- Inform the Designated Leader. If the Designated Leader is not available inform the Deputy Designated Leader or a senior member of staff.

6.2 The Designated Leader may consult with the Designated Officer (Education) or the Principal Officer Child Care (CFL Dept) or the CAF Team to ensure that the appropriate and necessary procedures are followed.

Possible outcome

- No further action
- Monitoring
- Referral

6.3 Referral is made directly to LADO - local office of CFL by telephone - by the Designated Leader.

6.4 The Designated Officer, Education Welfare Service should be informed by telephone, following referral.

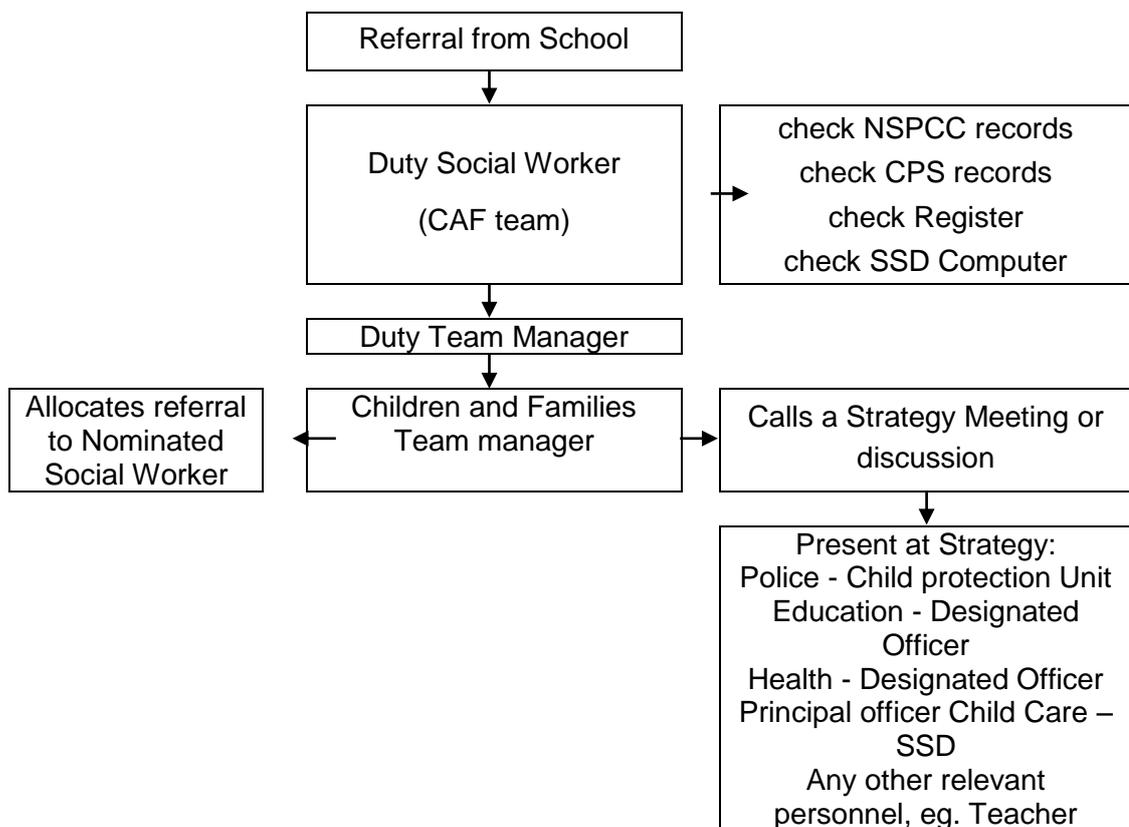
6.5 Referrals should be followed up in writing within 24 hours; one copy to CFL, one copy to Designated Officer and one copy for school file.

Guide to information required for Child Protection Referral

- Name, address, telephone number or referrer (when available)
- Name, address, D.O.B. of child/children who are subjects of the referral
- The nature of the abuse / concern
- Names and D.O.B. / Ages of others living at that address
- Identity of those with parental responsibility, including split families
- Ethnicity, first language and religion of children and parents/ carers
- Child's current location
- Any information about others living at, or regularly visiting that address
- Any relevant background information
- Details of alleged perpetrator, if relevant
- A description of any visible evidence

- Any explanation offered
 - The names of any witnesses to the alleged abuse.
- 6.6 Following investigation of a referral, the CFL Department will inform the Designated Leader of the outcome who in turn will inform the relevant staff.
- 6.7 In those cases where there is no clear evidence, but there is a concern for a pupil's welfare, the Designated Officer will advise that monitoring should occur. This may vary from merely observing the child and noting any significant changes to keeping a detailed daily/weekly record of behaviour.
- 6.8 If after referral and strategy meeting an investigation is recommended, school staff may be interviewed.
- 6.9 Should the referral then proceed to an Initial Case Conference, staff concerned with the children will be asked to submit a written report on a proforma, issued by CFL.
- 6.10 If the children are subject to a Child Protection Plan, the relevant staff will be asked to monitor them and may be called to Core Group Meetings held on a monthly basis.

CHILD PROTECTION CHAIN OF EVENTS



- 6.11 Strategy Meeting or discussion may result in:
- No further action
 - Monitoring
 - Investigation
- 6.12 If investigation is recommended, investigate referrer's information.
- 6.13 CFL and police will seek permission from parents/guardian to interview child
- Interview child (Joint investigation in the case of sexual abuse or serious physical abuse)
 - Interview parents
 - Interview any other relevant personnel
 - Seek medical advice if appropriate
- 6.14 Conclusion of Investigation –
- Team Manager consults with all Designated Officers and any others present at Strategy Meeting.
 - Designated Officer Education, feedback to school.
- 6.15 Possible outcomes
- No Further Action (NFA)
 - Monitoring
 - Remains in Child Protection system, proceeds to Initial Case Conference

7 Monitoring

- 7.1 The efficiency and effectiveness of this policy will be monitored in Senior Leadership Team (SLT)

8 Review

- 8.1 The policy shall be reviewed as required by the Designated Leader, SLT and the Governing Body.

9 The wider safeguarding Issue:

This policy should be read in conjunction with the following policies:

- Keeping children safe in Education
- Looked after children
- Behaviour
- Anti-bullying
- Health & Safety
- Educational visits
- Attendance
- Safer recruitment
- Mobile phone and camera
- Internet safety
- Whistle blowing
- Social networking